

**ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2023-2024**  
**ΠΛΑΙΣΙΑ ΜΑΘΗΣΗΣ Γ΄ ΤΕΣΕΚ - Α΄ ΤΕΤΡΑΜΗΝΟ**

| <b>ΣΤΟΙΧΕΙΑ ΜΑΘΗΜΑΤΟΣ – ΑΓΓΛΙΚΑ</b>   |   |
|---|---|
| <b>ΕΒΔΟΜΑΔΙΑΙΕΣ ΠΕΡΙΟΔΟΙ ΔΙΔΑΣΚΑΛΙΑΣ:</b> 2   | <b>ΕΞΕΤΑΖΟΜΕΝΟ</b>  |
| <b>Διδακτικά εγχειρίδια-Βιβλιογραφία:</b> PIONEER B1+ – Student’s Book<br>PIONEER B1+ – Workbook  |   |
| <b>Υλικά και μέσα που θα χρησιμοποιήσουν οι μαθητές κατά τη διδασκαλία του μαθήματος:</b><br>Coursebooks, Online Pack/ Online multimedia resources for students, Interactive whiteboard material, Class CDs/ DVD, Extra relevant Resources/material   |   |
| <b>ΓΕΝΙΚΟΣ ΣΚΟΠΟΣ</b>   |   |
| <ul style="list-style-type: none"> <li>Ο Γενικός Σκοπός του μαθήματος των Αγγλικών περιγράφεται στην ιστοσελίδα του Υπουργείου Παιδείας, Αθλητισμού και Νεολαίας (ΥΠΑΝ):<br/><a href="http://archeia.moec.gov.cy/sm/114/ap_genikos_skopos_mathimatos.pdf">http://archeia.moec.gov.cy/sm/114/ap_genikos_skopos_mathimatos.pdf</a><br/><a href="http://archeia.moec.gov.cy/sm/114/ap_genikos_skopos_kata_taxi.pdf">http://archeia.moec.gov.cy/sm/114/ap_genikos_skopos_kata_taxi.pdf</a></li> </ul>   |   |
| <b>ΑΝΑΜΕΝΟΜΕΝΑ ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ</b>   |   |
| <ul style="list-style-type: none"> <li>Οι μαθητές με την ολοκλήρωση του μαθήματος θα πρέπει να είναι σε θέση να ανταποκρίνονται στους Δείκτες (Can Do Statements) όπως περιγράφονται στο επίπεδο B1+ του Common European Framework of Reference for Languages (CEFR).<br/><a href="http://anglm.schools.ac.cy/index.php/el/material/cefr">http://anglm.schools.ac.cy/index.php/el/material/cefr</a></li> </ul>  |   |
| <b>ΔΕΙΚΤΕΣ - ΕΝΟΤΗΤΕΣ</b>   |   |
| <ul style="list-style-type: none"> <li>Τα πλαίσια μάθησης και οι δείκτες (CEFR Descriptors) βρίσκονται στην ιστοσελίδα του ΥΠΑΝ: <a href="http://anglm.schools.ac.cy/index.php/el/english/scheme-of-work">http://anglm.schools.ac.cy/index.php/el/english/scheme-of-work</a> και στις επόμενες σελίδες.</li> <li>Ο προγραμματισμός του μαθήματος βρίσκεται στην ιστοσελίδα του ΥΠΑΝ: <a href="http://anglm.schools.ac.cy/index.php/el/english/course-outline">http://anglm.schools.ac.cy/index.php/el/english/course-outline</a></li> </ul> |   |
| <b>ΑΞΙΟΛΟΓΗΣΗ</b>   |   |
| <b>ΓΡΑΠΤΗ</b>   | <b>ΠΡΟΦΟΡΙΚΗ / ΣΥΝΤΡΕΧΟΥΣΑ</b>  |
| <b>ΜΟΡΦΗ</b>  | <b>ΜΟΡΦΗ</b>  |
| Διαγώνισμα  | <ul style="list-style-type: none"> <li>i. Συμμετοχή μαθητή/τριας στην τάξη (συνέπεια, καθημερινές εργασίες-δραστηριότητες/ατομικά, ομάδα, ολομέλεια)</li> <li>ii. Κατ’ οίκον εργασία</li> <li>iii. Γραπτές προειδοποιημένες ασκήσεις στην τάξη</li> <li>iv. Ατομική ή ομαδική δημιουργική εργασία μελέτης (project) που προετοιμάζεται κατόπιν ανάθεσης και με την καθοδήγηση του/της διδάσκοντα/διδάσκουσας</li> <li>v. Δραστηριότητες διάκρισης ή/και εθελοντική εργασία που σχετίζονται με το μάθημα πέραν της διδασκαλίας στην τάξη (εντός ή και εκτός τάξης)</li> <li>vi. Άλλες μορφές εναλλακτικής αξιολόγησης</li> </ul> |

Μετά τη λήξη των μαθημάτων, ο βαθμός του έτους είναι το άθροισμα των βαθμών των δύο (2) τετραμήνων, σε ποσοστό 35% για κάθε τετράμηνο, και του βαθμού της ενιαίας τελικής γραπτής εξέτασης, σε ποσοστό 30%.

**B1+ (Intermediate) CEFR DESCRIPTORS**  
**CLASS C TECHNICAL AND VOCATIONAL SCHOOLS – 2 PERIODS**  
**2023-2024**

**LISTENING**

**Overall listening comprehension:** (*Listening to radio audio, recordings and films*)

- Can understand straightforward factual information about common topics, identifying both general messages and specific details.
- Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.
- Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest.

**READING**

**Overall reading comprehension:** (*Reading correspondence, Reading for orientation, Reading for information and argument*)

- Can read straightforward factual texts on subjects related to his/her interests and professional field with a satisfactory level of comprehension.
- Can read with a large degree of independence, adapting style and speed of reading to different texts.
- Can understand basic types of standard routine letters/emails and faxes on familiar topics and find relevant information in everyday material, such as letters, brochures and short official documents.
- Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.

**SPEAKING**

**Overall spoken interaction and production:** (*Conversation, Informal discussion, Formal discussion, Goal-oriented co-operation, Information exchange, Interviewing and being interviewed, Sustained monologue: describing experience putting a case in a debate, Addressing audiences, Spoken fluency*)

- Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, travel and current events).
- Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.
- Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.
- Can express belief, opinion, agreement and disagreement politely.
- Can express thoughts on more abstract, cultural topics such as films, books, music etc.
- Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.

## WRITING

**Overall written production:** *(Notes, messages and forms, Creative writing, Correspondence, Reports and essays)*

- Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
- Can write clear, detailed texts on a variety of subjects related to his field of interest.

**Overall written interaction:**

- Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
- Can express news and views effectively in writing.

**Correspondence:**

- Can write personal letters/emails describing experiences, feelings and events in some detail.
- Can write personal letters/emails giving news and expressing thoughts about abstract or cultural topics such as music, films.

**Creative writing:**

- Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.
- Can write accounts of experiences, describing feelings and reactions in simple connected text.
- Can narrate a story.

**Essays:**

- Can write short, simple essays on topics of interest.

## COMMUNICATION STRATEGIES

**Identifying cues & inferring:**

- Can identify unfamiliar words from the context on topics related to his/her field and interests.
- Can use a variety of strategies to achieve comprehension, including listening for main points.

## INTERACTION

**Co-operating:**

- Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.
- Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.
- Can summarise the point reached in a discussion and so help focus the talk.

**Planning:**

- Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.

**Asking for clarification:**

- Can ask someone to clarify or elaborate what he or she has just said.

## COMMUNICATIVE LANGUAGE COMPETENCE

**Linguistic range**

**Vocabulary range:**

- Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.

**Linguistic control:****Grammatical accuracy:**

- Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.

**Vocabulary control:**

- Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.

**Phonological control:**

- Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

**Orthographic control:**

- Can produce continuous writing, which is generally intelligible throughout.
- Spelling, punctuation and layout are accurate enough to be followed most of the time.

**Sociolinguistic****Sociolinguistic appropriateness:**

- Can express him or herself appropriately in situations and avoid crass errors of formulation.

**MEDIATION****Overall mediation:**

- Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided they can check the meaning of certain expressions.

**Processing text in speech or sign:**

- Can summarise (in Language B) the main points made in long texts (in Language A) on topics in their fields of interest, provided they can check the meaning of certain expressions.
- Can summarise (in Language B) a short narrative or article, talk, discussion, interview or documentary (in Language A).

**Processing text in writing:**

- Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.